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A group of 45 students who transferred from the University of California's Davis, Los Angeles and Santa Barbara campuses to Berkeley or other institutions were interviewed regarding their reasons for changing campuses. Many involuntary transfers might have remained at their original campuses but had to leave because of academic dismissals, health and financial problems, or other matters over which they had no control. Voluntary transfers described the city of Davis as lacking in intellectual and cultural activities, and considered other Davis students to be politically apathetic. UCLA was not felt to be completely unsatisfactory but thought to lack strong programs in some fields and situated too close to home. The majority of voluntary transfer students from both Davis and UCLA went to Berkeley and, unlike the involuntary groups, felt a need for added intellectual and cultural stimulation through lectures, concerts, poetry reading, or serious discussion on controversial topics. Santa Barbars transfers were all voluntary and most dissatisfied with their campus, which was described as isolated, with poor living arrangements and a too social atmosphere. At the time of interviews, students had completed their freshman year and had transferred by the spring of their second year in college. (WM)

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IMPRESSIONS FROM INTERVIEWS OF TRANSFER STUDENTS PARTICIPATING IN A STUDY OF SELECTED STUDENT TYPES ON THREE UNIVERSITY OF CALIFORNIA CAMPUSES

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INTRODUCTION

Close to half of all college students, many with high intellectual and creative potential, transfer from or leave school altogether before graduating. Concern over the loss of such students on three University of California campuses--Davis, Los Angeles, and Santa Barbara--engendered the larger 2-year study from which this paper derives.

Students who withdraw from college completely presumably are dissatisfied with college life in general and not just with conditions peculiar to their first campus. Transfer students, on the other hand, are clearly still interested in obtaining a college education, but were unable or unwilling to do so at their first campus. Their dissatisfactions being campus specific, perhaps would pinpoint particular campus conditions or characteristics which the administration would be in a position to alter. Moreover, given the same exposure to UC, transfer students are in a better position to evaluate the campuses than are withdrawals, since the former have the advantage of a second campus for comparison.

The samples for this larger study were drawn in 1965-66 from 1440 Davis, Los Angeles, and Santa Barbara freshmen who completed the Omnibus Personality Inventory and for whom academic aptitude scores were also available--74 percent of the entering freshmen at Davis, 48 percent at UCLA, and 93 percent at UCSB. Using criterion measures from the two tests, the students were classified according to a 3 x 3 breakdown; all students were categorized into one of nine cells on the basis of high, medium, or low ability, and high, medium, or low intellectual disposition. Questionnaires were then sent to all those students who were in the four extreme categories and to 20 percent of those in each of the other cells.

This report focuses on interviews with 45 students who had transferred from their original campus by the spring of their second year in college. This represents a 21 percent subsample of the 207 transfer students identified in the 2-year study (52 from Davis, 67 from UCLA, and 88 from Santa Barbara).

Two major groups will be discussed: involuntary transfers, who left because of academic dismissals or circumstances beyond their control, such as health or financial problems, and those who left voluntarily. Conceivably, some or all of the first group might have remained, if free to do so.

A research team conducted interviews on the Berkeley, Davis, and Los Angeles campuses with transfer students in these areas. Due to the location of the interviews, individuals who had transferred within the system to another UC campus were disproportionately represented. This results in the overrepresentation of voluntary transfers, since most of those who transferred outside the UC system were involuntary transfers (academic dismissals). However, this is not a drawback, since a major purpose of this aspect of the study was to learn why individuals choose to leave particular campuses.

As might be expected, the interview sample deviates from the total transfer group in the 2-year study on other characteristics as well, as shown in Table 1 (page 3); for instance, larger proportions of middle ability than of high and low ability students were interviewed.

UNIVERSITY OF CALIFORNIA AT DAVIS

Four males and seven females from Davis were interviewed. Of these eleven, five left involuntarily because of low grades. All of the students who left involuntarily entered junior colleges, whereas those students who left voluntarily, transferred to four-year colleges. As a matter of fact, all but one of the voluntary transfers are now at UC Berkeley. Of the entire Davis

Table 1

Characteristics of Transfer Students Studied Compared to Transfer Students Interviewed

Variables	School of origin										
	Davis			Los Angeles			Santa Barbara			Total	
	Transferees studied	Transferees interviewed	Percentage of study sample interviewed	Transferees studied	Transferees interviewed	Percentage of study sample interviewed	Transferees studied	Transferees interviewed	Percentage of study sample interviewed	Transferees interviewed	
Present school											
UC	9	5	55.6	13	8	61.5	30	10	33.3	23	
Non-UC	43	6	14.0	54	11	20.4	58	5	8.6	22	
Ability[a]											
Above average (15%)	6	1	16.7	12	3	25.0	20	3	15.0	7	
Average (70%)	26	7	26.9	35	11	31.4	44	11	25.0	29	
Below average (15%)	20	3	15.0	20	5	25.0	24	1	4.2	9	
Intellectual disposition[b]											
Above average	10	4	40.0	14	2	14.3	10	2	20.0	8	
Average	27	6	22.2	38	14	36.8	41	12	29.3	32	
Below average	15	1	6.7	15	3	20.0	37	1	2.7	5	

[a]Ability tests used were the Scholastic Aptitude Test at Davis, Concept Mastery Test at Los Angeles, and School and College Ability Test at Santa Barbara. The three groups were determined on the basis of those taking the test at each campus.

[b]An eight-category dimension based on scales from the Omnibus Personality Inventory. High scorers are described as possessing dispositions toward abstract, original, and reflective thinking, toward novel and complex experiences, and toward a generally non-authoritarian style of life; low scorers are more likely to be dominated by objective conditions, tend to evaluate ideas or facts on the basis of their practical, immediate application, seek simple and unambiguous experiences, and generally possess authoritarian styles of thinking.

transfer group interviewed, eight stated they would choose to enter Berkeley as freshmen with the hindsight they now have and if limited to choosing among the UC campuses; three (all involuntary transfers) would choose Davis. Only one of the interviewees would list Davis as first choice among all colleges and universities.

Table 2

Type of School to Which UC Davis Students Transferred by Type of Transfer, in Frequencies

Type of Transfer from UCD	Type of School Entered		
	Two-Year	Four-Year	Total
Voluntary	0	6	6
Involuntary	5	0	5
Total	5	6	11

It is important to note that of the six who left voluntarily only one originally planned to graduate from Davis; two were certain from the start that they would transfer to Berkeley. Five of the eleven students felt they had anticipated that Davis would be much as they found it, but five others felt that their expectations were very, if not wholly, inaccurate. They had not expected the isolation, paucity of activities, and homogeneity of the student body.

Reasons for Leaving

We have already discussed those students who left primarily because their grades were too low to permit them to remain. In a few cases, other conditions would have induced them to leave even if their grades had been higher.

Those who left voluntarily frequently cited four reasons as contributing to their decision to transfer. The most frequently mentioned reason was the

isolation of the campus and the paucity of cultural events, lectures, concerts, theater and the like. The city of Davis offered too little to engage or stimulate those accustomed to living near a big city offering unlimited activities. Another reason frequently offered was dissatisfaction with the student body, which was characterized as undiversified, insufficiently intellectual, apathetic, and unaware of or uninterested in the society around them.

It must be remembered, however, that all but one of the students who chose to leave Davis went to Berkeley. Thus, they share a special reference point in making these comparisons and criticisms. They are more demanding than those who choose to stay and certainly more so than the involuntary transfers who entered junior colleges.

Several students mentioned that they were very dissatisfied with their living arrangements because of restrictive dormitory rules and the difficulty of studying in the dormitories. One female student complained that she and two of her roommates were incompatible, and another emphasized the general problem of living with so many girls.

Several others felt that the advising was rather poor and that they were allowed or forced to take too many difficult or boring classes without any forewarning.

There were a few other reasons for leaving mentioned by only one or two individuals. These included oversized classes, lack of individual attention, excessive importance of fraternities, poor social atmosphere, and dissatisfaction with some aspect of the curriculum and/or courses.

Life Style of Students on the Davis Campus

Characterizations of the life style of Davis students varied greatly. Moreover, the descriptions fall into two main patterns that appear to be diametrically opposed, with the exception of one or two minor points of

agreement. However, the contradictory descriptions appear to be a function of the differences in the campuses to which Davis is implicitly being compared. All those giving one description are presently at Berkeley, whereas all those giving the other are enrolled at a non-UC campus.

Those students now at Berkeley described Davis students as very homogeneous, politically apathetic, more interested in fun than in intellectual or cultural pursuits, immature in their attitudes about sexual activities, and somewhat easy-going or lax. The students now at colleges other than Berkeley (mostly junior colleges), on the other hand, viewed Davis students as politically aware and active, intellectually and culturally refined, serious about their education, and engaging in more sexual activity and drug use than students at their respective campuses.

It seems likely that Berkeley students in general have a different set of standards concerning college campuses from students at other campuses to which members of the sample may have transferred. Students at Berkeley are likely to be more free with phrases such as "politically apathetic," "lacking in diversity," "academically inferior," and "unintellectual" when describing other campuses.

Advantages of the Davis Campus

Students who transferred to Berkeley could not think of any real advantage of the Davis campus. When pressed, one mentioned the opportunity for educational reform, another the availability for individual attention, and another the quality of the art department.

Those students who transferred elsewhere saw more that they could praise. More than half mentioned the superior quality of the courses and reputation of the campus and felt being away from home was a real advantage (almost all of those not at Berkeley were at junior colleges close to home). Three

students suggested Davis was a better place to meet people, and one or two felt the small size of the campus, the opportunity to participate in the formation of policy, and the greater interest of the students in social issues were distinct advantages over their present campuses.

UNIVERSITY OF CALIFORNIA AT LOS ANGELES

Nineteen students from the Los Angeles campus were interviewed--ten males and nine females. Ten of the nineteen left because they had received academic dismissals for low grades. Of these ten, eight are at junior colleges, and two are at San Fernando State College. Nine students transferred voluntarily because they were dissatisfied with UCLA in some way. Seven of these are now at Berkeley, one is at Riverside, and one is at Santa Monica City College and contemplating returning to UCLA.

Table 3

Type of School to Which UC Los Angeles Students Transferred by Type of Withdrawal Transfer, in Frequencies

Type of Transfer from UCLA	Type of School Entered		
	Two-Year	Four-Year	Total
Voluntary	1	8	9
Involuntary	8	2	10
Total	9	10	19

Upon entering the University of California at Los Angeles in the fall of 1965, 15 of the 19 students were planning to remain until graduation. Three of the four who were initially planning to transfer, are now at Berkeley.

Thirteen of the interviewees felt that, on the whole, they had accurate expectations about the situation they would encounter at UCLA. However, six felt that their expectations had been quite inaccurate; three had not anticipated that the work would be so difficult, and one had been unprepared for the degree of impersonality encountered.

It is interesting to note that of the three campuses of origin, UCLA has the largest proportion of transfer students (10 out of 19) who, if starting over with the hindsight they now have, would still enroll as freshmen at the same UC campus. However, this fact must be interpreted with caution. It would be inaccurate to conclude that UCLA transfer students were really quite satisfied with their experiences on the Los Angeles campus in spite of having transferred. Only two of the ten interviewees who still named UCLA as their first choice campus left of their own volition (and even one of those admitted that he would not necessarily remain at UCLA until graduation). Seven of the nine voluntary transferees said they would enroll elsewhere as freshmen, which suggests that they were less than satisfied with UCLA.

Table 4

Whether or Not Transfer Students from UCLA Would Again Choose to Enter that Campus as a Freshman, by Type of Transfer

Type of Transfer from UCLA	Whether would Enroll at Los Angeles		
	Yes	No	Total
Voluntary	2	7	9
Involuntary	8	2	10
Total	10	9	19

On the other hand, it would be inaccurate to conclude that the fact that so large a proportion of transfer students would reenroll at UCLA as freshmen has little importance at all. Only one of the five Davis students who received academic dismissals (involuntary transfers) said that, if he were entering college with the hindsight he now has, he would still enroll at Davis. The large majority of the Davis involuntary transfers apparently had other grievances or dissatisfactions that would have led them to transfer even if they had not been compelled to do so. The same can be said of only two of the ten involuntary UCLA transfers. Thus the Los Angeles transfer students can, at the very least, be said to be less dissatisfied with the campus they entered as freshmen, than are Davis transfer students.

Three UCLA interviewees chose Santa Barbara as the campus they would enter as freshmen if they were starting over again. However, they did not seem to know very much about the Santa Barbara campus.

One UCLA student (the only one of all the transfer students interviewed) named Santa Cruz as her first choice campus if starting over again, mainly because she had heard that grades are played down there, but she added that she would want to transfer to Berkeley ultimately.

Seven of the voluntary transfer students from UCLA chose Berkeley, the UC campus most similar to UCLA, as their first choice campus. In general, then, most of the UCLA transfer students (the 17 who would now enroll at either UCLA or Berkeley) still appeared to prefer the large urban campus with a heterogeneous student body, unlimited cultural offerings and other extra-curricular activities, and the opportunity for independence and anonymity.

Reasons for Leaving

The voluntary transfers from UCLA left mainly because the campus was either "weak in the major chosen" or did not offer it at all, or else because

they felt the academic reputation of the school and general selection of courses were not good enough. They also mentioned dissappointment with the quality of the intellectual atmosphere. Several of the students who expressed dissatisfaction with some aspect of academic life on the campus said that even if they had been satisfied they would have left in order to get away from home or because they needed a change for emotional reasons.

Few other reasons were given for leaving. Two or three individuals complained about living arrangements, the poor academic counseling, and the excessive grade orientation. However, the interviewers gained the impression that these reasons were considered minor by the individuals who bothered to mention them at all.

The usual criticisms leveled at the multiversity--impersonal atmosphere, excessively large classes, and heavy but meaningless workloads--were made by about half of the involuntary transfers, but mentioned infrequently by the others.

On the whole, the students interviewed did not seem particularly dissatisfied with the campus situation. Those who left involuntarily would have preferred to stay. Those who left voluntarily did so because they were able to find slightly better programs in their areas of interest, because they wanted to get away from home, or because they needed a change for personal reasons. They transferred to a campus very similar to UCLA and expressed satisfaction with their choice.

Life Style of Students on the UCLA Campus

Those transfer students now at junior colleges or state colleges (most of whom were involuntary) characterized the UCLA students as more intellectual, serious, and mature than students on the campuses they are now attending.

They suggested that UCLA students attend concerts, lectures, plays, poetry readings, and film series more frequently, and have many more serious discussions than students on their present campuses.

Those students now at a UC campus (especially those at Berkeley) said it was much harder to have good discussions at UCLA, and felt there was much less intellectual activity and studying than on their present campus. They felt that UCLA students do much more socializing and place greater stress upon membership in a sorority or fraternity than Berkeley students do.

Advantages of the Los Angeles Campus

The 11 students who transferred to junior or state colleges were enthusiastic in their praise of UCLA and the advantages they felt it had over the campuses they are currently attending. Most said they especially valued the intellectual atmosphere and exposure to a multitude of ideas. Over half said the quality of the formal education and greater variety of courses offered were most important to them. One-half felt an important advantage to be the social life of the campus and the opportunity for meeting interesting and compatible peers. One-third chose the multitude and variety of extracurricular activities as the best aspect of the campus. Also mentioned were the prestige and self-confidence that would result from obtaining a UC degree, the better facilities, the greater independence, and the opportunity to adjust to one school and continue there uninterrupted for four years.

Two of the students who transferred within the UC system were unable to designate any aspect of the Los Angeles campus that they could say was superior to their current campus. The others each mentioned different advantages of UCLA: closeness to home, weather, finances, ease of meeting people, the selection of broad survey courses in the humanities, and the UCLA library with its air-conditioning, stack privileges for undergraduates, and superior organization of materials.

UNIVERSITY OF CALIFORNIA AT SANTA BARBARA

Three males and twelve females from Santa Barbara were interviewed. Eleven students left voluntarily with no intention of returning because they were strongly dissatisfied with at least one aspect of the campus. One female student voluntarily transferred to UCLA with her roommate, upon whom she was heavily dependent, but when interviewed, she already planned to return to Santa Barbara. None of the transfers left because of low grades, a marked contrast to UCLA and Davis where approximately half received academic dismissals. There were, however, three students who left involuntarily. One female student became compulsive about studying, took a medical withdrawal, and enrolled at a junior college. One other female student broke her collarbone and had to attend a nearby junior college until it healed. She planned to return to Santa Barbara as soon as she was able to do so. A third female student had to leave for financial reasons.

Of the three campuses, Santa Barbara had the largest proportion of dissatisfied interviewees. Yet, Santa Barbara had the smallest number of students planning to transfer when they entered the University in the fall of 1965.

More Santa Barbara transfers than those from UCLA or Davis are now at another UC campus or four-year college. This is consistent with the fact that substantial numbers of UCLA and Davis students in the interview sample received academic dismissals and entered junior colleges, whereas all the Santa Barbara transfer students interviewed were academically eligible to attend a four-year college, and eleven of them chose to do so. Six of the eleven chose Berkeley, and another planned to transfer to Berkeley at the beginning of his junior year.

Table 5

Type of School to Which UC Santa Barbara Students Transferred, by Type of Transfer, in Frequencies

Type of Transfer from UCSB	Type of School Entered		
	Two-Year	Four-Year	Total
Voluntarly	1	11	12
Involuntary	3	0	3
Total	4	11	15

Only two of the fifteen interviewees said they would choose Santa Barbara if starting college over again with the hindsight they now have. Even two of the three girls who left involuntarily would prefer to go elsewhere if starting anew. Over half of the interviewees would now choose to go to the Berkeley Campus of the University.

Table 6

Whether or Not Transfer Students from UCSB Would Again Choose to Enter that Campus as a Freshman, by Type of Transfer

Type of Transfer from UCSB	Whether Would Enroll at Santa Barbara		
	Yes	No	Total
Voluntary	1	11	12
Involuntary	1	2	3
Total	2	13	15

Reasons for Leaving

Almost all of the Santa Barbara transfers interviewed expressed great dissatisfaction with the living arrangements on campus. Some complained that the housing contracts were too tight and inflexible. For example, it was difficult to terminate contract, even for reason of illness. Several girls complained that they had to share an apartment with four or five other girls because the dorms were filled. They felt that so many people living together created excessive tension and made studying difficult. Many complained about the noise in the dorms and the lack of privacy. While none of the interviewees gave living arrangements as the sole or decisive reason for leaving, it is interesting to note that two-thirds considered them to be disagreeable in some way.

One of the reasons most frequently given for leaving Santa Barbara was dissatisfaction with the hyperactivity and general social atmosphere. Many felt it impossible to form close relationships with people because the "superficial, partying attitude" was not conducive to serious and deep discussions. Coupled with this were complaints about the poor academic atmosphere, political apathy, absence of controversy, and undiversified student body.

The interviewees repeatedly complained about the isolation of the campus and the cultural poverty of the town of Goleta and environs. They felt that, outside of surfing and partying, there was little to do.

The transfers had few complaints about aspects of formal education such as quality of classes or course selection. On the whole, they left the campus not because they believed the education there was inferior to that which could be obtained on another campus, but because they could not tolerate the style of life.

Life Style of Students on the Santa Barbara Campus

There was much more agreement among the Santa Barbara interviewees about the life style of Santa Barbara students than there was among Davis and UCLA interviewees about the life styles of students on their respective campuses. As a matter of fact, there was not even a difference in the perception of those from Santa Barbara now attending another UC campus and the Santa Barbara transfers at non-UC colleges.

In addition to being described as "fun oriented," the Santa Barbara students were seen by their peers as materialistic and conforming, that is, as clean-cut white Protestants seeking middle class happiness.

Advantages of the Santa Barbara Campus

Several interviewees were unable to think of any aspects of the campus that they could really praise. Four felt the biggest advantage was the opportunity for getting away from home. Half felt the best thing about the campus was its location and climate. Five praised the casual atmosphere and ease of meeting people. Many students felt that a particular department--English, biology, anthropology, or dance--was especially excellent and would have been the most promising feature of the campus for them if they had stayed.